

U.S. Department of Education
2012 National Blue Ribbon Schools Program
A Public School - 12C05

School Type (Public Schools): ☐ Charter ☒ Title 1 ☐ Magnet ☐ Choice
(Check all that apply, if any)

Name of Principal: Mr. Jim Farmer

Official School Name: Garnet Mesa Elementary School

School Mailing Address: 600 A Street
 Delta, CO 81416-2599

County: Delta State School Code Number*: 3330

Telephone: (970) 874-8003 E-mail: jfarmer@deltaschools.com

Fax: (970) 874-8303 Web site/URL: http://gmes.deltaschools.com/contactuss.htm

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge all information is accurate.

_____ Date _____
(Principal's Signature)

Name of Superintendent*: Dr. Jerre Doss Superintendent e-mail: jdoss@deltaschools.com

District Name: Delta County 50(J) District Phone: (970) 874-4438

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(Superintendent's Signature)

Name of School Board President/Chairperson: Mr. Tom Mingen

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I - Eligibility Certification), and certify that to the best of my knowledge it is accurate.

_____ Date _____
(School Board President's/Chairperson's Signature)

**Non-Public Schools: If the information requested is not applicable, write N/A in the space.*

The original signed cover sheet only should be converted to a PDF file and emailed to Aba Kumi, Blue Ribbon Schools Project Manager (aba.kumi@ed.gov) or mailed by expedited mail or a courier mail service (such as Express Mail, FedEx or UPS) to Aba Kumi, Director, Blue Ribbon Schools Program, Office of Communications and Outreach, U.S. Department of Education, 400 Maryland Ave., SW, Room 5E103, Washington, DC 20202-8173.

PART I - ELIGIBILITY CERTIFICATION

12CO5

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office for Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes one or more of grades K-12. (Schools on the same campus with one principal, even K-12 schools, must apply as an entire school.)
2. The school has made adequate yearly progress each year for the past two years and has not been identified by the state as "persistently dangerous" within the last two years.
3. To meet final eligibility, the school must meet the state's Adequate Yearly Progress (AYP) requirement in the 2011-2012 school year. AYP must be certified by the state and all appeals resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum and a significant number of students in grades 7 and higher must take foreign language courses.
5. The school has been in existence for five full years, that is, from at least September 2006.
6. The nominated school has not received the Blue Ribbon Schools award in the past five years: 2007, 2008, 2009, 2010 or 2011.
7. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
8. OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
9. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
10. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

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All data are the most recent year available.

DISTRICT

1. Number of schools in the district 7 Elementary schools (includes K-8)
(per district designation): 4 Middle/Junior high schools
5 High schools
5 K-12 schools
21 Total schools in district
2. District per-pupil expenditure: 6152

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located: Small city or town in a rural area
4. Number of years the principal has been in her/his position at this school: 9
5. Number of students as of October 1, 2011 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total			# of Males	# of Females	Grade Total
PreK	0	0	0		6	0	0	0
K	66	50	116		7	0	0	0
1	39	47	86		8	0	0	0
2	42	51	93		9	0	0	0
3	41	46	87		10	0	0	0
4	44	43	87		11	0	0	0
5	40	43	83		12	0	0	0
Total in Applying School:								552

6. Racial/ethnic composition of the school: 1 % American Indian or Alaska Native
1 % Asian
1 % Black or African American
34 % Hispanic or Latino
0 % Native Hawaiian or Other Pacific Islander
60 % White
3 % Two or more races
100 % Total

Only the seven standard categories should be used in reporting the racial/ethnic composition of your school. The final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.

7. Student turnover, or mobility rate, during the 2010-2011 school year: 11%
 This rate is calculated using the grid below. The answer to (6) is the mobility rate.

(1)	Number of students who transferred to the school after October 1, 2010 until the end of the school year.	23
(2)	Number of students who transferred from the school after October 1, 2010 until the end of the school year.	36
(3)	Total of all transferred students [sum of rows (1) and (2)].	59
(4)	Total number of students in the school as of October 1, 2010	552
(5)	Total transferred students in row (3) divided by total students in row (4).	0.11
(6)	Amount in row (5) multiplied by 100.	11

8. Percent of English Language Learners in the school: 16%
 Total number of ELL students in the school: 86
 Number of non-English languages represented: 3
 Specify non-English languages:

Spanish, Karen, Mandarin Chinese

9. Percent of students eligible for free/reduced-priced meals: 63%

Total number of students who qualify: 355

If this method does not produce an accurate estimate of the percentage of students from low-income families, or the school does not participate in the free and reduced-priced school meals program, supply an accurate estimate and explain how the school calculated this estimate.

The percent of students who qualify for free lunches is 52%.

The percent of students who qualify for reduced lunches is 11%.

10. Percent of students receiving special education services: 10%

Total number of students served: 52

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>5</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>10</u> Specific Learning Disability
<u>5</u> Emotional Disturbance	<u>30</u> Speech or Language Impairment
<u>2</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	<u>Full-Time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>25</u>	<u>0</u>
Resource teachers/specialists (e.g., reading specialist, media specialist, art/music, PE teachers, etc.)	<u>7</u>	<u>2</u>
Paraprofessionals	<u>12</u>	<u>0</u>
Support staff (e.g., school secretaries, custodians, cafeteria aides, etc.)	<u>10</u>	<u>1</u>
Total number	<u>56</u>	<u>3</u>

12. Average school student-classroom teacher ratio, that is, the number of students in the school divided by the Full Time Equivalent of classroom teachers, e.g., 22:1:

22:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Daily student attendance	94%	94%	95%	94%	94%
High school graduation rate	%	%	%	%	%

14. **For schools ending in grade 12 (high schools):**

Show what the students who graduated in Spring 2011 are doing as of Fall 2011.

Graduating class size:	_____
Enrolled in a 4-year college or university	_____ %
Enrolled in a community college	_____ %
Enrolled in vocational training	_____ %
Found employment	_____ %
Military service	_____ %
Other	_____ %
Total	_____ 0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award:

☒ No

☐ Yes

If yes, what was the year of the award?

PART III - SUMMARY

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Over the past five years, the Garnet Mesa staff and community have made a concerted effort toward school improvement. The results of these efforts have led to significant achievement gains and a positive and supportive learning environment. Some of the results from this collaborative effort include:

1. Making AYP for the first time ever in 2008, and then making AYP every year since;
2. Exceeding the state averages in 5 of 10 areas in 2008, after never meeting the state average in any area in any year;
3. Continuing this growth to where Garnet Mesa exceeded the state average in 9 of 10 areas in 2011;
4. Students scoring proficient or advanced in reading and math, including our at-risk subgroups, has grown by over 20 percent over the past five years;
5. Yearly surveys of staff and parents show an overwhelmingly positive attitude toward the school;
6. Number of parent volunteers has more than tripled over the past five years;
7. Data is used consistently to identify and address the needs of all students;
8. Staff is committed to improving its instructional effectiveness, as well as the culture and climate of Garnet Mesa Elementary.

These accomplishments are the result of a substantial amount of commitment, sacrifice, and willingness to change. Six years ago, Garnet Mesa Elementary had a hard working, caring staff, yet the school was struggling in the areas of student achievement, culture and climate, and overall public perception. At that time, the staff of Garnet Mesa Elementary made the commitment to create a high performing school where every student would succeed, both academically and socially. To accomplish this, the staff developed its mission statement: “to provide a quality standards-based education by addressing the needs of each individual student so they can reach or exceed proficient academic and social levels.” The staff also adopted its “Whatever It Takes” pledge, which includes creating serious classroom learning environments and collaborating to help every child achieve his or her potential. This pledge finished with the statement, “Finally, we pledge our intent to make Garnet Mesa a high-performing school that exceeds the state averages for academic achievement.” This pledge was made at a time when student achievement had never been above the state average for any subject at any grade level.

Teachers identified and then focused on teaching essential standards, rather than relying on specific programs. Much of this work was based upon the work of Doug Reeves. Almost half of the teachers and administrators attended a three day conference on developing a true standards based curriculum, and the entire staff did a book study on “Making Standards Work” by Doug Reeves. Using strategies and philosophies from these experiences, the staff did extensive work in defining what proficient work would look like in every subject. Teachers collaborated closely to ensure alignment within a grade and between different grades. They developed pacing maps, scoring guides, and exemplars.

A continuous effort has been made to examine and implement ways to build upon a climate and culture where students, staff, and community work together to have a great school. Our staff has developed school wide protocols that provide a clear understanding of what high expectations look like throughout the school. These protocols guide achievement pieces, such as the type and quality of standards based

elements present in each classroom and the structure and the format of the weekly data teams. They also give staff and students common expectations for areas such as students lining up and walking in the hallways. Another example of this was the implementation of a school wide behavior support plan, “Positive Choices”, where all teachers and staff utilize a consistent, respectful and caring method to guide students. These protocols are annually reviewed and revised by the staff.

The staff of Garnet Mesa is committed to meet the needs of all students. Because of this, there are intervention periods built into the school day where students gain additional time and support with their academic needs. In addition, there is a “Student Opportunity for Success” built into the lunch period, where students are able to work on homework or other assignments. After school programs combine staff development with student intervention periods, with up to one hundred students participating at least twice a week. For students identified as gifted and talented, teachers design pullout and after school courses that are tailored to their interests and areas of giftedness. Currently, there are G/T courses in robotics, Mandarin Chinese, and theater.

At Garnet Mesa, our staff continues to strive to improve our service to our students. Because of this, there are multiple opportunities for peer observations, instructional feedback, and collaborative discussions on best instructional practice. We also continue to focus on the positive relationships that build student confidence and self-esteem, while allowing them to reach their potential.

1. Assessment Results:

A. The State of Colorado has determined the levels of proficiency for reading, writing, mathematics, and science. Annually, third through fifth grade students take the state assessments in these areas. The performance levels students may receive are: Unsatisfactory, Partially Proficient, Proficient, and Advanced. The state test through last year was called the Colorado Student Assessment Program (CSAP), while this year is a transition year to new standards, including the National Core Standards, so students will take a transitional assessment called the Transitional Colorado Assessment Program (TCAP). A standardized assessment that is given to all students during the year is Dynamic Indicators of Early Literacy Skills (DIBELS), which is a reading assessment that measures a student's level on the various components of reading. Another assessment that is given to just our English Language Learners is the Colorado English Language Assessment (CELA). This assessment measures a student's English language acquisition, and is used to chart progress as well as to guide instruction for our ELL students.

Teachers expect all of their students to reach proficient levels, as indicated on rubrics, scoring guides, and exemplars. At a school level, teachers expect all students to be at least proficient, and to reach for advanced, in reading, writing, and mathematics. For lower grade reading, teachers endeavor to have students meet the 'achievement' level of fluency, which is significantly higher than the actual benchmark. An additional area that is being measured for fourth graders and up is the academic growth they have demonstrated from the previous year. Using this model, the goal is for all students to have at least one year's growth each year, with more than one year if a student is below grade level.

B. The performance trends in our data tables show significant overall growth in Reading and Mathematics over the past five years. These gains resulted from a school wide focus and commitment to developing a culture of high expectations for academic achievement using the key components of standards-based education. In reading, the overall trend has been very positive, growing from 45% proficient and advanced in 2007 to 74% proficient and advanced in 2011. Primary factors leading to this growth include the identifying and mapping of the essential skills for reading from kindergarten through fifth grades, along with the development of rubrics and scoring guides that clearly show teachers and students the expectations for each essential skill. Just as important has been the corresponding regular collection and sharing of data within grade levels regarding student mastery of reading skills. This sharing has led to improved instructional techniques, as teachers will look at a teacher with higher data to see what they have been doing. It has also led to conversations about the effectiveness of programs and techniques, as well as led to the design and implementation of specific interventions that matches the deficits that teachers may be seeing in some of their students. A similar trend can be seen in math, where in 2007 53% of all students were proficient and advanced, and in 2011 74% were proficient and advanced. Again, much of this growth can be attributed to a focus on the standards, high expectations, and the use of data teams. The school has also built in a half-day every six weeks for each grade level, called Magnificent Mondays, where different areas of the standards process are focused on.

Another reason our scores have increased significantly is our school wide focus on writing, especially with non-fiction writing. Using research from Marzano, Schmoker, and others that outlines the benefits of non-fiction writing, all of our teachers have made writing proficient papers a priority. Writing exemplars are posted in each classroom, while the hallway bulletin boards have proficient writing displayed for all of the students, and the majority of our data team meetings are devoted to student writing achievement.

While there are still achievement gaps for our subgroups, the growth these groups have made over the past five years is substantial. For example, in 2007 only 3 percent of our special education students were proficient on the state reading assessment, and in 2011 26 percent were proficient. Similar growth was also seen for ELL and Hispanic subgroups. Our free and reduced subgroup has significantly grown while decreasing the achievement gap in both math and reading. Two areas of focus that we have used to

decrease the gap have been: 1) implementation of a rigorous curriculum utilizing effective teaching strategies into every classroom; and 2) utilization of data teams to analyze student data weekly in order to determine the success and needs of our students. Those students whose results are below proficiency will be provided with additional support or a different strategy as determined by the grade level team. Sometimes this is in the form of a specific intervention and other times it may be re-teaching of the skill using a different method. If a student is showing up as below proficiency frequently, he/she will be discussed more intensely at a grade level, and later a school level, response to intervention (RtI) meeting. The overall philosophy of our teachers is that we will do whatever it takes to have all of our students achieve at high levels.

2. Using Assessment Results:

Our staff uses data routinely to improve student performance. Annually, quarterly, weekly, and daily the leadership and teachers assess data to determine interventions and enrichment activities. Each school year, the staff analyzes state assessment results, and a Specific, Measurable, Achievable, Results Driven, and Time Sensitive (SMART) goal is identified for the school and each grade level. Throughout the year, each grade level meets weekly as an ART team (Achievement and Results Team) to assess weekly data produced from tasks and assessments that teach priority outcomes. The ART team includes the teachers of that grade level, a grade level teacher designated as the ART Leader, a literacy coach, our principal, and vice principal. In these meetings discussions focus on the data team results, what instructional strategies were successful, students who are not proficient, and what can be done to support their eventual achievement. Simultaneously, we consider who is doing well and how we can challenge or stretch advanced performance. Interventions and strategies are determined and put into practice, and a date is set to revisit the data on a specific priority outcome. The grade level then decides what data to bring to the next meeting. In the classroom, teachers assess priority outcomes formally on a weekly basis and informally on a daily basis. Through the use of exemplars and rubrics students are observed and supported throughout the school day to encourage academic achievement. Weekly tests are graded, teachers record data, and a student who does not score proficient or above is re-taught or needs to redo an assignment. Students receive feedback on graded work and are given multiple opportunities to succeed. At staff meetings data and instructional strategies are shared with the faculty by the leadership, the instructional coaches, and other teachers. Instructional in-services based on new research and instructional best practices are discussed, taught, or demonstrated and shared as needed. For example, the staff read *Teach Like a Champ* last year, hosted a book discussion via the Wiki, and put into practice strategies, techniques, and a common language learned from the book. Instructional coaches from our school meet on bi-monthly with coaches from other schools in the district to compare school wide data across the district and strategies. New strategies that produce high achievement are then shared back at our school at either a staff meeting or at our grade level ART team meetings. For example, this year we have focused on increased time on task reading. Data results at another school in our district increased oral reading fluency dramatically using this simple strategy of increasing the time on task reading. Our staff responded with a book study and incorporation of this strategy immediately. Our principal meets monthly with other principals in the district as well as the superintendent and his staff to discuss data and the latest research regarding instructional best practice to support student achievement. The principal also hosts an ART team leader meeting monthly where the progress of our grade-level team meetings is discussed and the district wide vision and goals are shared. For example, at our last meeting we discussed the instructional strategy of Chunking and how our grade levels are incorporating this strategy into lesson planning.

Weekly data from teachers is shared with the community and parents through the Tuesday Express, our weekly folder that is sent home with information from school and graded work. Parents can and are encouraged to log onto our online grade book PowerSchool to monitor an individual child's performance. Yearly the local newspaper, The Delta County Independent, publishes our state test scores and our school report card. At the beginning of each school year student data is shared with students and parents with our annual goal setting conferences. Achievement is discussed in the major subject areas with multiple data points, including but not limited to CSAP, DIBELS, STAR, and grade level Math, Reading, and Writing Assessments. Goals are set for the child's school year that include input from the teacher, parent, and child. These same goals and achievement results are revisited during winter conferences as new data

results are shared. When students do not respond to interventions and instructional strategies attempted from ART team discussions, their results are taken to the school RTI comprised of the principal, vice principal, a teacher from each grade level, and our special education team. The student's performance is again assessed on data points and additional strategies and interventions may be suggested and put into place with a number of specific data points named. Students who do not respond to a number of different strategies and interventions may be tested for special education. At GMES the leadership, the teachers, the support staff, students, and parents are involved in assessing performance results and responding to the needs of our student population with instructional best practice.

3. Sharing Lessons Learned:

When Garnet Mesa Elementary began to see significant achievement gains, school district administrators looked at our strategies, including our increased focus on essential standards, the use of data teams, and the use of instructional coaching with the use of peer observations, and then implemented some of these improvement strategies district wide. At district level professional learning committees, our teachers have brought their experience in unwrapping standards, creating exemplars, and curriculum alignment. Garnet Mesa teachers have also been strongly involved in the development of district assessments and curriculum units across all content areas. The principal has also presented the organization of our data teams to the other administrators in our district, and our focus on writing has been shared with teachers, coaches, and administrators visiting our school. At other district meetings, the Garnet Mesa principal has shared information on how teachers have been given additional time to work on specific school goals. The information shared included the setup and scheduling of our Magnificent Mondays, where teachers by grade level rotate throughout the year in order to collaborate. At Title I meetings, the principal shared how Title I funds were used to support the school's mission toward higher student achievement. In addition, our school improvement process was presented at the CASE (Colorado Association of School Executives) at one of their breakout sessions. The audience for this presentation was school principals and district administrators from across Colorado. The presenters were the principal and the team leader for the school support team that analyzed our school, who later facilitated various school improvement efforts with the Garnet Mesa staff. A primary strategy presented was the use of structured peer observations in order to assist teachers on improving their instruction. New teachers from other schools have come to observe, with their mentors, teachers at Garnet Mesa. Information presented to visitors also included how our school determined the essential standards in reading and writing, the process in developing our rubrics and exemplars, the use of data teams in our school, and the instructional decision-making process. Some of the focus areas for these teachers include observing how teachers create a culture of high expectations and how writing is emphasized in every area. Finally, as part of our school district's efforts to make many of the strategies available to more teachers across the district, teachers have been videotaped, with segments available electronically to staff across the district.

4. Engaging Families and Communities:

Garnet Mesa Elementary places great value in engaging the family and community members in the student learning process. The school focus is on creating a welcoming, culturally responsive environment to maximize communication and transparency in building trusting relationships with parents and the community. A number of school programs are conducted throughout the year to encourage input and strengthen communication between parents and teachers in planning the students' educational outcomes. These events allow for teachers, parents, and students to get to know each other better and establish a strong partnership to enhance student academic success.

Outreach efforts by school administration and staff to maintain strong links with families and the community include a number of formal and informal programs and events scheduled throughout the year. As a result, Garnet Mesa has had great success in maintaining strong parent and community participation in school activities. Presently, there are more than 450 approved parent volunteers who donate their time to assist teachers with classroom needs such as monitoring learning centers, chaperoning field trips, and tutoring students on a one-to-one basis. In addition, the Garnet Mesa Back to School BBQ, which welcomes students to the beginning of the school year, brings in more than 700 parents and family

members. The Achieving, Belonging, and Caring quarterly school assemblies are also opportunities to invite parents in recognizing their students' academic growth. The Parent Volunteer Appreciation Teas are also popular events that thank parents for donating their time to help in the classroom.

The Garnet Mesa Elementary Parent Teacher Organization sponsors the annual Family Holiday Craft Night and book fairs. The PAWS school accountability group holds monthly meetings to disseminate information to parents and discuss issues pertaining to student progress and academic success. Due to a high concentration of English Language Learners, primarily Spanish speakers, the school organized a Spanish PAWS school accountability group to better engage Spanish-speaking parents.

Garnet Mesa Elementary has mobilized community resources to enhance student learning and achievement by maintaining strong partnerships with area community organizations, including: Rotary Club that supplies third grade students with dictionaries; Kiwanis Club that sponsors the weekly Terrific Kid Award; One Community and Colorado State University STEM Project that have sponsored the Gifted and Talented Robotics program; and the Western Colorado Migrant Rural Coalition that has sponsored English Language Learner events.

1. Curriculum:

The school curriculum is based upon the Colorado State Standards, and has been aligned within each grade level and through the grade levels for reading, writing, mathematics, science, social studies, physical education, and music. In each area, the essential standards have been identified and mapped for each grade. In addition, rubrics and exemplars have been developed to ensure that there is a clear and common understanding of the proficient expectations for students. For the most part, specific programs are used to support the teaching of the standards rather than programs being the primary source of instruction. For example, teachers may use a variety of programs and strategies to help students reach proficiency in fluency, and may or may not use a specific program to accomplish this. Instead, research proven strategies, such as repeated readings, choral reading, and sufficient time on reading independent leveled text could be employed utilizing a variety of materials.

For interventions, specific programs are often used, including Read Naturally, Quick Reads, and the Reading First method. In math, teachers will look at the standards and supplement the Saxon program they are using as they identify gaps in skills that need to be learned. For the other subjects, the identified standards, with the pacing maps, rubrics, and exemplars, guide student learning. Teachers have the flexibility to teach these standards in a manner that best fits their personal styles, but the learning outcomes are clear for all students. The staff has developed its curriculum through a process developed by Doug Reeves' Leadership and Learning Academy. This effort took place upon recommendation of a school support team that evaluated the various components of the school. This process involves the collaboration of teachers to examine the State standards, determine the essential and supporting standards, and then developing the additional pieces that make an aligned curriculum that leads to high levels of student achievement.

Additionally, the Garnet Mesa staff has incorporated a number of activities that have a goal of enhancing the learning of its students. For example, Kids For College is a major theme at the school, and it has been incorporated into its character education program. Through this program, all students are introduced to what college is and are encouraged to start thinking about going to college, even as early as kindergarten. Kids For College events include Friday college gear day, a College Day where students pick college courses and attend simulated college classes, and College Field Day at the end of the year. Another enrichment part of the curriculum is the Gifted and Talented program. Each year the coordinators and teachers determine areas of interest for these students and develop activities and classes to meet their needs. For example, currently there are robotic courses and a Chinese language acquisition course. Garnet Mesa students have also been active with Public Broadcasting System's "Super School News" program. Finally, Garnet Mesa has piloted a scientist-in-residence program, where a prominent college professor comes in to work with staff and students on enhancing their science curriculum.

Perhaps one of the most satisfying and motivating parts of the curriculum is the integration that takes place between multiple subjects. Not only are reading, writing, and science or social studies integrated, but our specials team of music, physical education, technology, and art also collaborate regularly with classroom teachers to support and enhance their core subjects. For example, when second grade students study Westward Expansion, they put on a show for parents. They'll share their writing and give oral presentation, while also performing songs learned in music and traditional dances learned in P.E.

2. Reading/English:

Garnet Mesa Elementary uses the Spalding Method for much of its early literacy program. This program was selected because it explicitly teaches students the building blocks of reading, and has been extremely successful in schools with similar student demographics. In addition, Spalding provides intensive training for teachers, allowing them to teach the method at a high level, even when just starting. The method

follows the manual, “The Writing Road to Reading”, and students are taught to say and write the phonograms that make up the majority of English words. Students practice their phonograms daily, using direct instruction from the teacher, and then apply the phonograms as the teacher dictates daily spelling words. The dictated words are practiced frequently in order for students to build upon their fluency and word recognition. In addition, the prioritized reading standards, along with the pacing map, are used to determine the reading skills needed to be learned at each grade. Comprehension is taught through direct instruction, with teachers focusing on the “I do, we do, you do” method of instruction. As a school we strive to have students read in text 60 minutes daily at their reading level. To accomplish this, the school uses the Accelerated Reading program, where students set reading goals and then read books at their levels. This has created success for students of all abilities, and has motivated them to become avid readers. Additionally, there is a conscious effort to incorporate non-fiction reading that aligns to our science and social study curriculum. A resource room has been established, which has hundreds of categorized, leveled readers covering the majority of our science and social studies topics. For students below grade level, each grade provides interventions specific to the students’ skill deficits. Some of the interventions utilized include Read Naturally and the Reading First Method, as well as numerous interventions as needed to address skill specific deficiencies such as letter naming fluency or decoding.

3. Mathematics:

Garnet Mesa Elementary uses the Saxon Method for its main math instruction. Saxon Math contains a spiraling feature, which allows students to repeatedly see concepts and skills throughout the year. This feeds from previous learning as well as helps reteach concepts a student may not have mastered the first time around. This is a direct and explicit instruction method that also gives students plenty of independent practice. Because of the structure and repetition that Saxon provides, along with the high expectations that teachers have developed for student engagement, Garnet Mesa’s math scores have exceeded the state average for the past 4 years. As students move to third grade and beyond, teachers have determined gaps that Saxon has in regards to the State Standards, and then supplemented their instruction to ensure that students have learned all of the required concepts. For students performing below grade level, Garnet Mesa has implemented lunchtime Student Opportunity for Success (SOS) period, where students go to either finish or get help with their math. Math is also periodically a topic for weekly grade level data (ART) teams. At these ART meetings, teachers will examine student data to determine which students need additional support with various concepts. If one teacher’s students have performed significantly above the others, there is a positive discussion as to what strategies and techniques that teacher is using. Students who are below proficiency are listed, and the teachers will come up with instructional decisions to address their deficiencies. Depending on the grade level and what teachers feel would be the most beneficial, either the student responds to a particular prompt as the focus, or after an assessment the teachers may look at how students did on each question. Teachers will follow up on their data at a later date in order to see if deficient students have learned the skills they were missing. Students above grade level are frequently given enrichment lessons and activities, while those who qualify for the Gifted and Talented Program have opportunities with classes in areas such as Robotics. Teachers utilize document cameras to present their math lessons and to demonstrate different concepts with manipulatives, which adds to the engagement and motivation of students. Students are also able to easily model concepts and skills for their classmates using the document cameras, which provides engagement and deepens their understanding.

4. Additional Curriculum Area:

The music program at Garnet Mesa Elementary is one additional area that supports our mission of having students achieve at high levels. Garnet Mesa’s music teacher used the same method as our core teachers to identify the music essential skills for each grade, developed pacing guides for the year, and has made rubrics so that students can demonstrate mastery of each skill in the music curriculum. Each day in music, the objectives are posted in order for students to be aware of their learning goals. At the end of each period, the teacher performs short formative assessments to determine if the students have mastered their daily objective. In addition, the music teacher has students write about the music concepts they are learning, using the same skills, rubrics, and expectations that the classroom teachers use. The music

teacher also collaborates regularly with teachers with their core subjects, in order to enhance and build a deeper understanding of the concepts they are learning. Examples of this include first graders learning and performing patriotic songs after they perform a play about the American Revolution and second graders singing songs of the Old West at their Pioneer Days celebration. To help develop students' understanding and caring for the world at-large, the music teacher has the kindergartners perform carols for the community at a local business during the holidays, has fourth graders sing at local nursing homes, and working with the P.E. teacher has fifth graders perform songs, play instruments, and dance during a "Tinikling" performance. During many of these performances, the teacher has identified specific students that would benefit from having a solo or other significant part, and then had those students practice and perform in front of other students or parents. Many times this is the spark that students need to gain confidence and self-esteem that will carry on beyond the music class and help them achieve at high levels in their core curriculum.

5. Instructional Methods:

Garnet Mesa staff has established a culture of high expectations for all students, with rubrics and exemplars giving students clear targets to aim for. Teachers believe that all students can and will master their grade level expectations, and have created an environment that combines best first instruction, data analysis, and intervention and support for students to ensure they progress satisfactorily. For example, when students are learning a certain writing skill, all students are expected to reach the level where they produce proficient work, which will then often be displayed in the hallways. Students will receive extra support when needed, while students who are ready can strive for advanced levels. In addition, teachers follow the "I do, We do, You do" method of instruction throughout all of their lessons. The "I do" portion is where the teacher demonstrates a skill, while thinking out loud so the students can hear their thought process. In the "We do" portion the teacher and students work together through the same skill or concept. During this piece, the teacher is performing multiple formative assessments in order to determine how students are doing. In the "You do" portion, students who have shown they are ready to practice on their own are given an independent activity, while the teacher can work with smaller groups of students who need additional support. Additional support is given through reading intervention periods built into schedules.

Garnet Mesa staff feels that the utilization of technology to enhance learning is of vital importance. Every teacher has a microphone which transmits their voice through four speakers around the classroom. This is extremely beneficial for primary students learning to read, as they hear clearly and correctly the various phonograms that make up words. It is also beneficial for all students in the fact that they can always hear clearly the instructions, lessons, or other words that the teacher is saying, no matter where they are in the room or how loud the teacher is speaking. This has led to a greater amount of engagement and fewer classroom management issues. Document cameras and ceiling mounted projectors in each classroom have also greatly enhanced the learning environment. Teachers are able to clearly give examples, can project picture books so that all students can easily see the illustrations and read the words, show educational video clips, to name just ways that this technology enhances learning.

6. Professional Development:

The professional development program at Garnet Mesa Elementary has an emphasis on teachers learning from teachers, whether through collaborative work with their teams and coaches, from peer observations, or through data teams. The primary areas of focus have been standards based education and on improving instructional effectiveness, with additional training in classroom management, routines, or other areas as needed.

Following recommendations by a school support team six years ago, the staff gained initial standards training by going to standards conferences, conducting standards book studies, and then beginning step by step implementation of a true standards based curriculum. We have continued this staff development through the use of Magnificent Mondays, where each week a different grade level gets substitutes for half a day in order for them to build upon their standards work. Through this effort, teams work closely to

develop and revise rubrics and exemplars, and they also discuss best practices for upcoming lessons.

Along with this effort on standards has been a focus on instructional effectiveness. A primary method we utilize is structured peer observations. With peer observations, each year our instructional coaches work with our teachers to determine goals. Once these goals are set, a schedule is organized so that each teacher can watch master teachers. After watching a lesson, they meet with their coaches to look at ways to implement techniques they observed into their own classrooms. This same philosophy of peer observations has been an important element of our district's new teacher mentoring program. In addition to peer observations, teachers also receive periodic training through modeling by our instructional coaches, in-services at staff meetings, and book studies.

Another way that teachers improve their effectiveness is through their weekly grade level data team meetings. At these ART (Achievement and Results Team) meetings teachers use a structured protocol to look at their students' data, and then share strategies that have been successful. A major benefit of ART meetings is that, with the data of each teacher being shared openly, teachers have taken joint responsibility for all of the students in their grade level, not just the ones in their class. This has led to stronger teams that truly work together for the benefit of all students.

At Garnet Mesa Elementary, we believe that an effective teacher is the most important factor leading to student success, and therefore we are committed to continually improving the instruction we provide.

7. School Leadership:

The leadership philosophy at Garnet Mesa is one of shared leadership, with a common goal of high academic, social, and behavioral expectations. The administrative team consists of the principal and the assistant principal. One primary role of the administrative team involves the development and maintenance of a quality learning environment throughout the school. This overall learning environment has been defined through the collaborative efforts of the school staff toward a common understanding of what high expectations look like in a variety of areas, including classroom management, student work and engagement, and even bulletin boards. The principal is also responsible for ensuring quality instruction in each classroom, and he conducts frequent teacher observations and gives instructional feedback to help teachers improve. Another role of the principal is to determine, along with staff and parents, priority funding needs. This has resulted in document cameras and projectors in every classroom, teacher FM microphone and speaker systems in every classroom, and a significant expansion of the number of books in the library, to name a few. Garnet Mesa Elementary utilizes data teams, called ART (Achievement and Results Teams) that meet weekly to look at student data. Each grade level has an ART Leader, who sets the agenda and runs the thirty-minute meeting that takes place during a planning period. Teachers share their data on a predetermined area, which is usually given as numbers of students above or below proficiency. The team then decides what instructional adjustments or interventions to put in to address any deficiencies. The ART team leader also rotates, building leadership capacity in the school. Our School Improvement Team (SIT Team) meets periodically to review the progress toward our school goals and to make suggestions or approve resources that will lead to greater student achievement. The SIT Team consists of the principal, assistant principal, ART Leaders, instructional coaches, and a teacher from outside the regular classroom. At the beginning of each school year, the entire staff examines school and grade level data to determine the focus and goals for the upcoming year. At this time, the staff also reviews the protocols, procedures, and common expectations of the school, and adjustments are made as needed. Many of our school agreements are adapted from Todd Whitaker's philosophies. Leadership positions are alternated, allowing for many teachers to gain leadership experience. The overall goal of the school leadership is to continue to build upon a culture and climate that follows the school vision of "Achieving, Belonging, Caring". This is accomplished through the building of positive relationships throughout the school community, and by having a belief that all students can and will achieve at high levels.

PART VII - ASSESSMENT RESULTS

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 3 Test: Colorado Student Assessment Program

Edition/Publication Year: 1997 Publisher: McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient/Advanced	77	78	85	80	61
Advanced	21	31	34	31	15
Number of students tested	86	93	79	88	85
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0	0	0	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	78	73	80	73	56
Advanced	22	24	27	20	10
Number of students tested	60	51	44	49	52
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					1
3. Hispanic or Latino Students					
Proficient/Advanced	62	64	60	64	46
Advanced	7	9	0	7	8
Number of students tested	29	22	15	28	26
4. Special Education Students					
Proficient/Advanced	40			55	18
Advanced	0			0	0
Number of students tested	10	4	9	11	11
5. English Language Learner Students					
Proficient/Advanced	56	58		60	44
Advanced	6	17		13	6
Number of students tested	16	12	9	15	18
6. Asian					
Proficient/Advanced					
Advanced					
Number of students tested	0	0	2	3	0
NOTES:					

12CO5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 3 Test: Colorado Student Assessment Program

Edition/Publication Year: 1997 Publisher: McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Feb	Feb	Feb	Feb	Feb
SCHOOL SCORES					
Proficient/Advanced	73	72	80	72	51
Advanced	1	4	8	1	1
Number of students tested	86	93	80	86	83
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	1	0
Percent of students alternatively assessed	0	0	0	1	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	75	55	74	60	45
Advanced	2	4	0	0	0
Number of students tested	60	51	46	48	51
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested					1
3. Hispanic or Latino Students					
Proficient/Advanced	55	36	50	56	23
Advanced	0	0	0	0	0
Number of students tested	29	22	16	27	26
4. Special Education Students					
Proficient/Advanced	20		40	40	10
Advanced	0		0	0	0
Number of students tested	10	4	10	10	10
5. English Language Learner Students					
Proficient/Advanced	50	25	50	43	17
Advanced	0	0	0	0	0
Number of students tested	16	12	10	14	18
6. Asian					
Proficient/Advanced					
Advanced					
Number of students tested	0	0	2	3	0
NOTES:					

12C05

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 4 Test: Colorado Student Assessment Program

Edition/Publication Year: 1997 Publisher: McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient/Advanced	76	84	71	73	53
Advanced	26	35	26	23	9
Number of students tested	90	77	82	82	90
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	1	0	0
Percent of students alternatively assessed	0	1	1	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	68	79	62	63	56
Advanced	23	21	13	20	8
Number of students tested	47	43	45	49	48
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested				1	2
3. Hispanic or Latino Students					
Proficient/Advanced	67	73	59	61	42
Advanced	17	9	7	11	0
Number of students tested	24	11	29	28	26
4. Special Education Students					
Proficient/Advanced					36
Advanced					0
Number of students tested	5	8	7	7	11
5. English Language Learner Students					
Proficient/Advanced	60		67	65	30
Advanced	10		13	10	0
Number of students tested	10	9	15	20	20
6. Asian					
Proficient/Advanced					
Advanced					
Number of students tested	0	2	3	0	0
NOTES:					

12C05

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 4 Test: Colorado Student Assessment Program

Edition/Publication Year: 1997 Publisher: McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient/Advanced	64	78	57	57	40
Advanced	3	6	5	0	2
Number of students tested	90	77	81	81	90
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	1	1	0	0
Percent of students alternatively assessed	0	1	1	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	53	67	48	49	38
Advanced	4	0	0	0	0
Number of students tested	47	43	44	49	48
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested				1	2
3. Hispanic or Latino Students					
Proficient/Advanced	46	55	32	37	23
Advanced	0	0	0	0	0
Number of students tested	24	11	28	27	26
4. Special Education Students					
Proficient/Advanced					0
Advanced					0
Number of students tested	5	8	7	7	11
5. English Language Learner Students					
Proficient/Advanced	20		21	37	25
Advanced	0		0	0	0
Number of students tested	10	9	14	19	20
6. Asian					
Proficient/Advanced					
Advanced					
Number of students tested	0	2	3	0	0
NOTES:					

12C05

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics

Grade: 5 Test: Colorado Student Assessment Program

Edition/Publication Year: 1997 Publisher: McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient/Advanced	69	72	66	52	43
Advanced	38	29	20	8	9
Number of students tested	74	83	88	86	88
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1	0	0	1
Percent of students alternatively assessed	1	1	0	0	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	58	60	62	47	29
Advanced	26	12	19	4	6
Number of students tested	38	42	58	45	48
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested			1	2	
3. Hispanic or Latino Students					
Proficient/Advanced	43	61	55	36	38
Advanced	7	7	14	8	9
Number of students tested	14	28	29	25	34
4. Special Education Students					
Proficient/Advanced					0
Advanced					0
Number of students tested	8	7	5	9	11
5. English Language Learner Students					
Proficient/Advanced		73	61	32	33
Advanced		7	17	0	4
Number of students tested	9	15	18	19	24
6. Asian					
Proficient/Advanced					
Advanced					
Number of students tested	1	2	0	0	1
NOTES:					

12C05

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: 5 Test: Colorado Student Assessment Program

Edition/Publication Year: 1997 Publisher: McGraw-Hill

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month	Mar	Mar	Mar	Mar	Mar
SCHOOL SCORES					
Proficient/Advanced	76	72	72	63	45
Advanced	11	7	6	1	2
Number of students tested	74	83	88	86	88
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	1	0	0	1
Percent of students alternatively assessed	1	1	0	0	1
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	66	57	64	53	27
Advanced	3	0	0	0	0
Number of students tested	38	42	58	45	48
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested			1	2	
3. Hispanic or Latino Students					
Proficient/Advanced	57	64	45	40	29
Advanced	0	0	0	0	0
Number of students tested	14	26	29	25	34
4. Special Education Students					
Proficient/Advanced					0
Advanced					0
Number of students tested	8	7	5	9	11
5. English Language Learner Students					
Proficient/Advanced		53	44	37	21
Advanced		0	0	0	0
Number of students tested	9	15	18	19	24
6. Asian					
Proficient/Advanced					
Advanced					
Number of students tested	1	2	0	0	1
NOTES:					

12C05

STATE CRITERION-REFERENCED TESTS

Subject: Mathematics Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient/Advanced	74	77	73	68	52
Advanced	27	31	26	20	10
Number of students tested	250	253	249	256	263
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	2	1	1	1
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	69	70	67	61	47
Advanced	23	19	19	14	8
Number of students tested	145	136	147	143	148
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested	0	0	1	3	3
3. Hispanic or Latino Students					
Proficient/Advanced	59	64	57	54	41
Advanced	10	8	8	8	5
Number of students tested	67	61	73	81	86
4. Special Education Students					
Proficient/Advanced	26	15	23	29	18
Advanced	0	0	0	0	0
Number of students tested	23	19	21	27	33
5. English Language Learner Students					
Proficient/Advanced	54	69	62	52	35
Advanced	5	11	11	7	3
Number of students tested	35	36	42	54	62
6.					
Proficient/Advanced					
Advanced					
Number of students tested	1	4	5	3	1
NOTES:					

12CO5

STATE CRITERION-REFERENCED TESTS

Subject: Reading

Grade: Weighted Average

	2010-2011	2009-2010	2008-2009	2007-2008	2006-2007
Testing Month					
SCHOOL SCORES					
Proficient/Advanced	70	73	69	64	45
Advanced	4	5	6	0	1
Number of students tested	250	253	249	253	261
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	1	2	1	1	1
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. Free/Reduced-Price Meals/Socio-economic Disadvantaged Students					
Proficient/Advanced	65	59	62	53	36
Advanced	2	1	0	0	0
Number of students tested	145	136	148	142	147
2. African American Students					
Proficient/Advanced					
Advanced					
Number of students tested	0	0	1	3	3
3. Hispanic or Latino Students					
Proficient/Advanced	52	51	41	44	25
Advanced	0	0	0	0	0
Number of students tested	67	59	73	79	86
4. Special Education Students					
Proficient/Advanced	26	21	18	22	3
Advanced	0	0	0	0	0
Number of students tested	23	19	22	26	32
5. English Language Learner Students					
Proficient/Advanced	45	44	37	38	21
Advanced	0	0	0	0	0
Number of students tested	35	36	42	52	62
6.					
Proficient/Advanced					
Advanced					
Number of students tested	1	4	5	3	1
NOTES:					

12CO5